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ABSTRACT

Findings from a study that examined the role of the principal and effects of the principal's change facilitator style (CFS) on the institutionalization of intervention programs are presented in this paper. Subjects were 13 principals involved in Project Link, a Pennsylvania-granted collaborative project to train prereferral child study teams. Questionnaires were administered to 234 teachers in the 13 schools to determine principals' leadership styles in implementing the project. Data were also obtained from assessments of principals by four project consultants and interviews with teachers, team members, and principals during three school visitations during 1989-90. Findings indicate that the five principals classified as initiators scored higher on the informal, meaningful, efficiency, and vision scales, and demonstrated a higher positive correlation with implementation scores. A conclusion is that the informal dimension should be included in the initiator profile to emphasize the "people" dimension of the principal's leadership style. Successful implementation of Project Link depends on team-building and leadership. Three tables and 14 figures are included. (13 references) (LMI)

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Principal Change Facilitator Styles and the Implementation of Instructional Support Teams

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Principal Change Facilitator Styles and the Implementation of Instructional Support Teams

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Objective

An extensive body of knowledge exists relating effective instruction to student achievement gains, yet this seems to have had a minimal effect on teacher classroom practices. Fullan (1985) states that current school improvement literature has suggested that change efforts which encourage collegial collaboration and support to focus on instructional strategies can positively effect student outcomes. This study examines the role of the principal and the effects of the principal's change facilitator style as it impacts institutionalization of an intervention for change. The innovation is usage of prereferral child study teams which requires collaboration among diverse professionals within the school setting.

Perspective

The differences that principals can make in aspects of schooling such as student achievement, curriculum implementation, and climate have been documented by Firestone and Corbett (1988). The leader of the school needs to be a team builder. The principal's relationship with teachers may need to change in the process. A number of important factors have been identified in the adoption

and implementation of educational change. Leithwood and Montgomery (1982) show that the principal's role is a key factor in the process of educational change/school improvement. The need for the principal to work with others to facilitate change has been particularly important because emphasis on efficiency and accountability has resulted in increased demands for changes.

During the 1980's there have been a number of intensive studies of school principals as instructional leaders. Out of such studies as Rutherford (1985) and Hall (1988b) has emerged a common set of understandings about the role of the principal, descriptions of the emphases they take and the relationship of their practice to school effectiveness and teacher success in implementing innovations. A conceptual framework was needed to describe, to measure, and examine the dimensions of the principal's leadership and also to quantify the implementation.

By building on twenty years of research into leadership styles, Hall and others (1984) have suggested that three facilitator styles exist which principals employ as they approach teachers to facilitate an innovation. Clear and systematic relationships were observed between the Change Facilitator Style (CFS) of the principal and the teachers' success in implementing the innovation. Initiators, managers, and responders in that order facilitate teachers' efforts toward change. Responders keep the school running

and allow teachers great professional latitude. Managers provide support to teachers and will become involved if there is a push from central office. Initiators have strong ideas about a vision for their school which is described in terms of student benefits and will actively monitor the innovation. The CFS has six separate scales:

1. Informal - Social interaction with people.
2. Meaningful - Communication centers around school tasks.
3. Others - Casual, informal procedures. How to do tasks is left to others.
4. Efficiency - Administrator creates supportive procedures and systems to enable people to get the tasks done.
5. Day-to-Day - Administrator makes "on the spot" decisions to handle the "now".
6. Vision - All activities and decisions are related to long range plans or a "vision".

Methods

The subjects in the study were thirteen original principals who have been involved in Project Link, a Pennsylvania state-granted project involving the implementation of collaborative consultation as building-based support teams. These thirteen schools participating in the project have been monitored in order to determine the degree of implementation. Each team was comprised of referring teachers, team members, and the principal. The principals selected for the study were the total population involved in Project Link from 1988. These principals and their teams received intensive training during the last two years and have been implementing this approach to problem solving.

The Change Facilitator Style Questionnaire (CFSQ) developed by Hall (1988a) was administered to teachers in all thirteen schools. Teachers indicated the frequency of behaviors exhibited by their building principal on a 6 point Likert scale. This instrument has been field tested extensively both in the United States and other countries. This instrument has six separate scales: (1) Informal, (2) Meaningful, (3) Others, (4) Efficiency, (5) Day-to-Day, and (6) Vision. The framework preserved the three original Change Facilitator Style archetypes: Responder, Manager, and Initiator. Raw scores were converted to percentages for each scale in order to make an individual profile illustrating each principal's leadership style.

In addition, the four Intermediate Unit Project Link consultants provided supplemental information by assessing the principals they worked with for the previous two years using the descriptors of the Change Facilitator Style Questionnaire. Each consultant was asked to rate their principals with a number on a continuum from 0 - 100. The rating gave each principal a number that corresponded to one of the original archetypes. Since the Intermediate Unit personnel worked with the principals involved in the implementation of the Project, they added insight into the principals' behaviors relating to change implementation. The scaled scores were compared with these judgments about the principal's ability to bring change.

To gather data on implementation, a team of researchers under Sylvia Rosenfield, formerly of Temple University, visited the school sites three times during the school year 1989-1990. Teachers, team members and principals were interviewed and a review of forms and records helped the researchers determine the percentage of the 47 indicators that were present. In addition, the teachers were given a questionnaire to assess their views on individual student profiles in regard to special services. Roz Fudell compiled this data to measure the implementation of Project Link at the participating schools. Once this measure was obtained, a relationship could be studied between the implementation of Project Link and the Change Facilitator Style of the principal.

Findings

The degree of implementation of the consultation-based prereferral child study team approach at the thirteen schools provided percentage data for the three collection periods. A Change Facilitator Profile was developed for each school and related to the implementation data. In addition, analysis is provided for the six dimensions of the CFP. The perceptions of team and non-team teachers and outside consultants are also related to the degree of implementation.

Implementation Data

At each of thirteen school sites, data were collected to measure the degree of implementation over three collection periods: December, 1988; January, 1990; and April, 1990. Each school site was ranked by the percentage of indicators in place in three areas. These three areas were Process, Delivery, and Support. The most crucial of the implementation numbers is the final number for each site since the implementation is an on-going and cumulative process. The final numbers at the end of the collection period are therefore the most appropriate since they represent the total degree of implementation of Project Link. Graphs show the growth patterns that characterize each school. The process and delivery components involved approximately twenty indicators each, while the support involved only four. Because the support category had only four indicators and these were observed at nearly all sites, this measure is believed to be less reliable.

Table 1 indicates all school sites and the levels of implementation for each of the three areas (Process, Delivery, and Support) at the end of the two year period. Two schools, School M and School D, showed the highest measures of implementation. Six schools showed mid level scores and five schools were rated as low. Each school is represented by a graph (Figures 1 through 13) so a pattern of implementation over the three collection periods can be

observed. Schools E, F, and G had areas with 0% at the first collection indicating little progress. The support component which had only four indicators was consistently high at every school with the exception of School E and School F. School F dropped out of the study after the second data collection period.

Change Facilitator Profiles

Data were gathered from 234 teachers and four Intermediate Unit trainers to describe the principals' change implementation behaviors. The teachers' scaled scores were converted to percentages on six scales. Each principal has a graph showing the percentages on each of six scales of the Change Facilitator Style Questionnaire. These six scales show a profile that can be useful when determining the style of the principal. These graphs were created by Dr. Archie George, University of Idaho, who did the original work with Dr. Gene Hall. Each graph was made by converting the various individual percentage scores for each principal based on the responses selected by teachers at that principal's building. The graphs on each individual principal were shared with Dr. Gene Hall, who provided input on the classification of each of the principals as an Initiator, Manager, or Responder based on his earlier work.

In earlier work with this instrument, Hall (Hall and others 1980, 1982) found that Initiator style principals had

percentages that were high on Scale 2 (Meaningful), Scale 4 (Efficiency), and Scale 6 (Vision). In studying the principals' graphs involved with the Project Link innovation, there was a strong showing of Scale 1 (Informal) which might be due to the team building aspect of the innovation. This discovery prompted consultation with Dr. Hall. Recent uses of the questionnaire (Rutherford, 1988) support the importance of the informal scale (Scale 1) as Initiator style principals probably need to establish the informal network prior to school team building. The Initiator has high scores on Scales 2, 4, and 6 and possibly on Scale 1. The Manager has scores in the mid range on each of the six scales. Responders have their highest scores on Scale 3 (Others) and Scale 5 (Day-to-Day) with next highest scores on Scale 1.

Table 2 and Figures 1 to 13 illustrate the school differences for each scale, total Principal Facilitator Style, and the Degree of Implementation of the Innovation. The archetype Initiator with high scores on Scales 2, 4, and 6 is demonstrated by School A. The revised Initiator Profile which also includes high scores in Scale 1 is represented by Schools E and M. The general high level of scores for Schools C and K puts them in the Initiator category. The Manager archetype with mid range scores across all scales with no high areas is represented by School B. The archetype Responder Profile has high scores

in Scales 1, 3, and 5 as noted for Schools D and L. Very high scores on Scales 3 and 5 with mid level scores for Scale 1 is also classified as the Responder Profile as noted for Schools F, G, H, I, and J.

Principal CFS and Degree of Implementation

The relationship between the principal's Change Facilitator Style (Responder, Manager, and Initiator) and the degree of implementation of prereferral child study teams in the school is shown on Table 2. At the end of the two year collection period, only two school sites were ranked with high implementation scores. At the two high implementation sites, one principal was an Initiator and one was a Responder. Six schools scored in the mid range of implementation. Of those sites, two were Initiators, one was a Manager, and three were Responders. Five sites had low implementation scores. Of those sites, two were Initiators, and three were Responders. Included in this group is School F, the school that dropped out of the project.

These results offer no clear formula for implementation success in terms of principal's Change Facilitator Style. The implementation data presented here were collected after only two years. For schools which exhibited mid-to-high implementation levels, the results showed a greater number of Initiators than Responders. Only one Responder principal (School D) had a high level of implementation at that

school. Five of the schools showed the expected patterns: high implementation by Initiator (School M), middle level by Manager (School B), and low level by Responder (Schools F, J, and L). Three schools demonstrated the opposite results: School A, D, and K.

CFS Dimensions and Degree of Implementation

The six dimensions of the Principal Change Facilitator Style Questionnaire (Informal, Meaningful, Others, Efficiency, Day-to-Day, and Vision) as related to the degree of implementation of prereferral child study teams are shown in Table 2. The proper statistical tool to use for this analysis is a multiple linear regression which looks for interrelated tendencies among variables. Even though this sample size was 234 teachers, the number of school sites, hence the number of statistic cases, was thirteen. This small number of cases was inhibiting. The first set of regressions was run using the six dimensions of the CFS scale as independent variables and the Process 3, Delivery 3, and Support 3 Implementation data as the dependent variables. The resulting r^2 values showed that between 25 and 65% of the variability in the dependent variables was explained by these six scales. However, the f-ratios for these regressions were not statistically significant above the 80% confidence level.

In reviewing the results of the initial regressions it was determined that Scales Two (Meaningful), Four (Efficiency), and Six (Vision) had higher individual correlation coefficients than the other scales, thus indicating a potential relationship among the scales relating the Initiator to a higher level of implementation. A second series of regressions was run based only on Scales Two, Four, and Six (Meaningful, Efficiency, and Vision). This series of results produced r^2 values of between 0.23 and 0.43. The f-ratios showed that these results were statistically significant at the 80% confidence level for the independent variable, Delivery 3. Statistical analysis showed a strong tendency for the Initiator Scales Two, Four, and Six (Meaningful, Efficiency, and Vision) to be positively related to higher degrees of implementation.

Team and Non Team Teachers' Perceptions of CFS

Since teachers on Link teams work more closely with the principal, it was assumed that these two groups might perceive the principal in different ways. The data that were used for the main body of the study were the responses from all teachers. (Noted as Group All on the graphs.) In addition, both Link and Non-Link teacher responses were examined separately to see if any differences were apparent. In all cases, as expected, the Link team members rated the principal higher than Non-Link members

probably since these team members were directly involved with the project. Figure 14 is representative of the total group data showing Link members and Non-Link teachers perceptions of the principals' behaviors. Non-Link teachers rated principals considerably lower, as expected, since they were not directly involved. This is true for every school site with the exception of School F. In this school Link members rated the principal lower than Non-Link members. This can be attributed to the nonexistence of the project at this site as the school dropped out before the two year collection period. The principal had been replaced during the project period.

Consultants' and Teachers' perceptions of CFS

Consultant/trainers were used to add insight into the team dynamics at each site. Since this project was across four counties, four consultant/trainers were working with the principals. Although comparisons would be clearer if one consultant were working with all thirteen, a pattern might be observed in viewing the consultants' data. The consultant/trainers were asked to indicate their principals' behaviors while implementing Project Link along a continuum from 0 to 100. The Responder label was placed at 30; Manager at 60; and Initiator at 90. Descriptions of each label were also given to each consultant.

The four consultants viewed their principals in very different ways. The consultant and teacher CFS ratings are

compared with the implementation data on Table 3. The first consultant stated, "All my principals were Initiators" and noted all three principals in the mid nineties. The second consultant gave the highest marks to School D of 80 in the Initiator range and commented, "Response was wonderful." School E received 40 in the Manager range with the remark, "No central office support." With a 10 score, School F was a Responder which is explained by the comment, "Left the building and was replaced." The other two consultants did not provide additional comments.

In only 5 of the 13 schools did consultants and teachers indicate the same principal facilitator style. Consultants 1 and 4 had two matches each, Consultant 2 had one, and Consultant 3 had none. Consultant 2 rated the principals according to degree of implementation. Consultant 4 rated all but one principal according to degree of implementation. Consultant 1 and 3 rated all principals as Initiators even though none of these schools had high rates of implementation.

Summary of Findings

Principal profiles developed from teacher responses to Hall's Change Facilitator Questionnaire showed five Initiator principals, one Manager principal, and seven Responder principals. Principals classified as Initiators had higher combined scores on Scales One (Informal), Two

(Meaningful), Four (Efficiency), and Six (Vision). Scales One, Two, Four, and Six of the CFS Questionnaire showed higher positive correlation coefficients with the implementation scores than the other two scales when analyzed by multiple linear regression.

The total implementation measure involving Process, Delivery, and Support, showed two school sites with high level implementation, six school sites with mid level implementation, and five with low scores after only two years. Teachers directly involved with Project Link rated their principals higher than teachers not directly involved. Consultant 2 rated principals in total agreement with implementation data and Consultant 4 rated three of the four principals that way. Consultants' ratings of principals' leadership styles agreed with teachers responses on leadership style in only five out of thirteen cases. Full implementation is a complex process which may take longer than two years.

Discussion

Project Link involved the inception, training, and continuance of a problem solving team within each school site. All principals who participated in this project might be viewed first as Initiators, based on the fact that these principals were willing to open their schools for study as they began this complex innovation. However, the principals

of Schools C, D, and K were the most active participants at their Project Link meetings. These principals actively sought to make the program work for their "at-risk" and Hispanic students. They were also the only female and minority male principals in the group. Two of these schools were mismatches in terms of principal CFS and degree of implementation. School K, a large inner city school with a high Hispanic population and the many problems associated with the urban schools, had low implementation; but teachers indicated an Initiator style for the principal. School D, with high implementation, had a dynamic principal who held strong views and the teachers' responses were for the Responder CFS. The other mismatch was School A where the principal was involved in many other projects so teachers indicated an Initiator CFS, but implementation of Project Link was low. Teachers might have responded to a global view of their principal rather than just a focus on principal behaviors related to Project Link.

The school personnel had changing roles. The previous mode of operation was a child-study team, whose mission was to establish eligibility for special education. The child-study team heard from the teacher about the student's problem, tested the child, and built a case for inclusion into special education.

Project Link asked members to implement new roles in the building-based team. Team members were no longer focused

on eligibility for special education, so team efforts and energies were devoted to assisting the teacher with classroom techniques in order to expand observation strategies, and instructional strategies to provide a wider range of support services. In the Link scenario; principals, psychologists, and reading specialists were not the experts who generated most of the answers. Team members were trained to collaborate with each other and to discover strategies that could be implemented and evaluated by teachers.

In all phases of Project Link, change was analyzed. This change was organizational change. In the past, many innovations were curricular in nature. An Initiator profile in previous research, was made up of high percentages in Scale Two (Formal), Four (Efficiency) and Six (Vision). More recent research by Hall and others have suggested that involvement of Scale One (Informal) in the Initiator profile is indicated. The study reported here provides further evidence for the inclusion of Scale One in the Initiator profile. Scale One may also be in the Responder profile.

As leaders are involved in team building, the focus on the "people" dimensions of the principal's profile needs to be further analyzed. Project Link trained teams to be collaborative. Collegiality and team dynamics were critical. The astute leader entered Project Link with vision (Scale Six). Through the use of meaningful purpose (Scale Two) and

efficiency (Scale Four), the principal formed teams to embark on this project. The principal had to be a strong and confident leader, who believed that the team would be beneficial to the improvement of the school. Using the Informal network for team building (Scale One), the perceptive leader increased group dynamics and effectiveness.

The prereferral team allows schools to serve a greater number of students and teachers while significantly redirecting collaborative professional effort towards classroom interventions and a wider range of services. This analysis of team building and leadership involved with Project Link will be especially important since The Commonwealth of Pennsylvania has stated that instructional support teams (ISTs) will be mandatory in every school district by 1995. Schools that have been involved in Project Link will be ready for that challenge as Project Link was the forerunner of this new concept and much of the training in Project Link has been incorporated into the IST concept. As each of the Pennsylvania school districts implement the instructional support team, school change will need to be addressed as implementation occurs.

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Table 1 Implementation Data for Instructional Support Teams

School	Process	Delivery	Support	Degree of Implementation
A	37	93	100	Low
B	73	90	100	Mid
C	64	83	100	Mid
D	86	97	100	High
E	72	75	67	Mid
F	-	-	-	Low
G	69	78	100	Mid
H	59	100	100	Mid
I	78	100	100	Mid
J	43	73	100	Low
K	43	73	100	Low
L	52	76	100	Low
M	93	100	100	High

Table 2 School Analysis- Principal Change Facilitator Style (CFS) and Degree of Implementation

School	Scale 1	2	3	4	5	6	CFS	Degree of Imp
A	21	76	11	76	25	71	Int	Low
B	44	33	81	21	81	31	Mgr	Mid
C	83	61	59	29	61	66	Int	Mid
D	67	29	74	18	73	39	Rsp	High
E	59	90	9	78	10	86	Int	Mid
F	48	13	93	19	95	17	Rsp	-
G	61	54	47	41	47	61	Rsp	Mid
H	48	14	89	5	94	19	Rsp	Mid
I	37	25	98	14	99	6	Rsp	Mid
J	50	40	89	19	96	26	Rsp	Low
K	99	82	85	50	50	83	Int	Low
L	89	9	99	1	99	5	Rsp	Low
M	93	72	30	73	29	82	Int	High

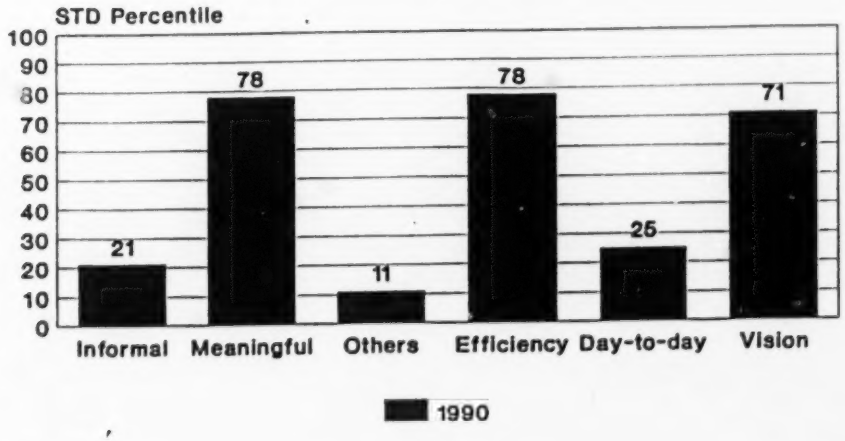
Scale 1. Informal
2. Meaningful
3. Others
4. Efficiency
5. Day to Day
6. Vision

Int - Initiator
Mgr - Manager
Rsp - Responder

Table 3 Comparison of Consultant and Teachers Responses on Principal Change Facilitator Style

School	Consultant Score	Consultant Style	Teachers' Style	Implementation Score
Consultant 1				
A	96	Initiator	Initiator	Low
B	94	Initiator	Manager	Mid
C	93	Initiator	Initiator	Mid
Consultant 2				
D	80	Initiator	Responder	High
E	40	Manager	Initiator	Mid
F	10	Responder	Responder	None
Consultant 3				
G	87	Initiator	Responder	Mid
H	90	Initiator	Responder	Mid
I	85	Initiator	Responder	Mid
Consultant 4				
J	97	Initiator	Responder	Low
K	35	Responder	Initiator	Low
L	20	Responder	Responder	Low
M	90	Initiator	Initiator	High

Figure 1 School: A Change Facilitator Profile



INITIATOR

Group: All

Percentage of Indicators for Project Link

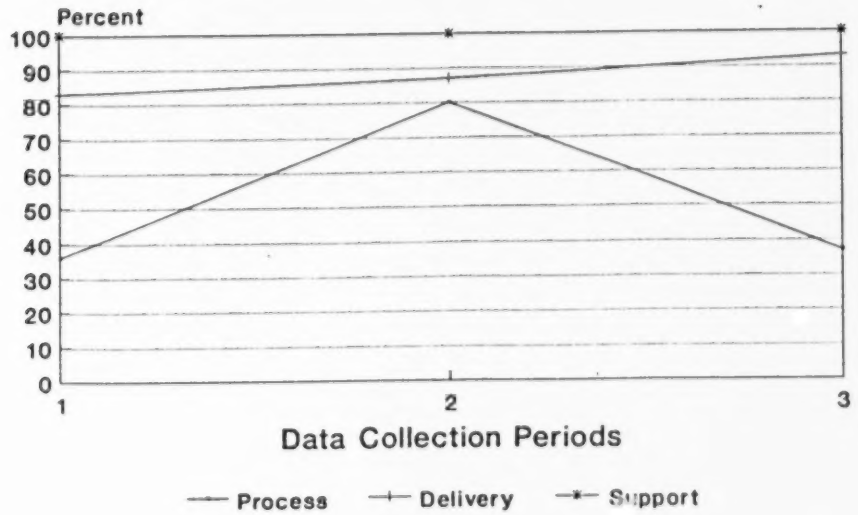
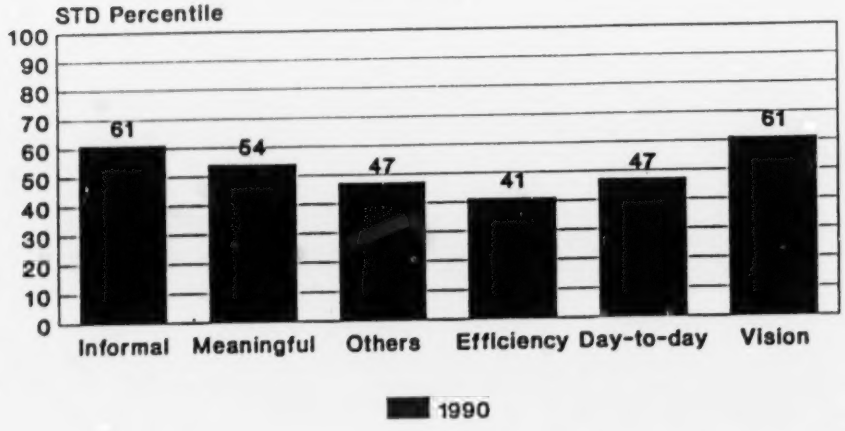


Figure 2 School: B
Change Facilitator Profile



MANAGER

Group: All

Percentage of Indicators for Project Link

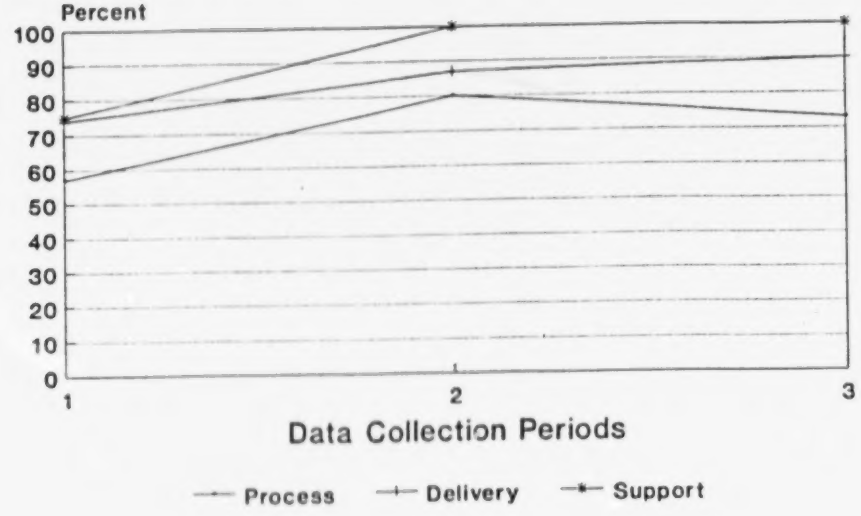
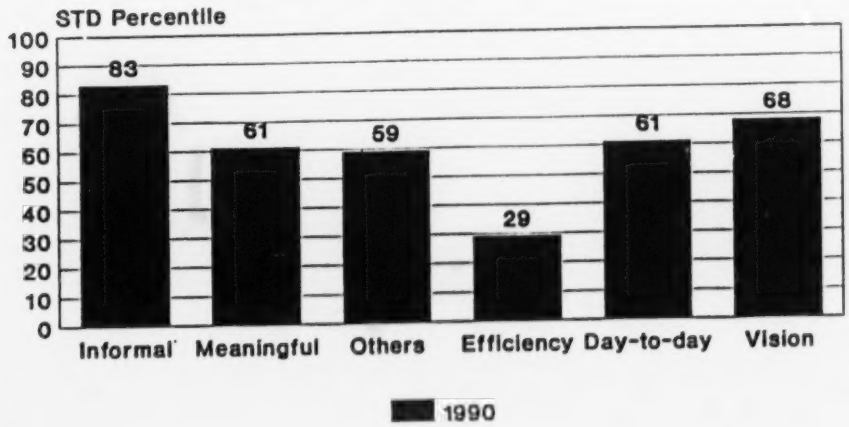


Figure 3 School: C
Change Facilitator Profile



INITIATOR

Group: All

Percentage of Indicators for Project Link

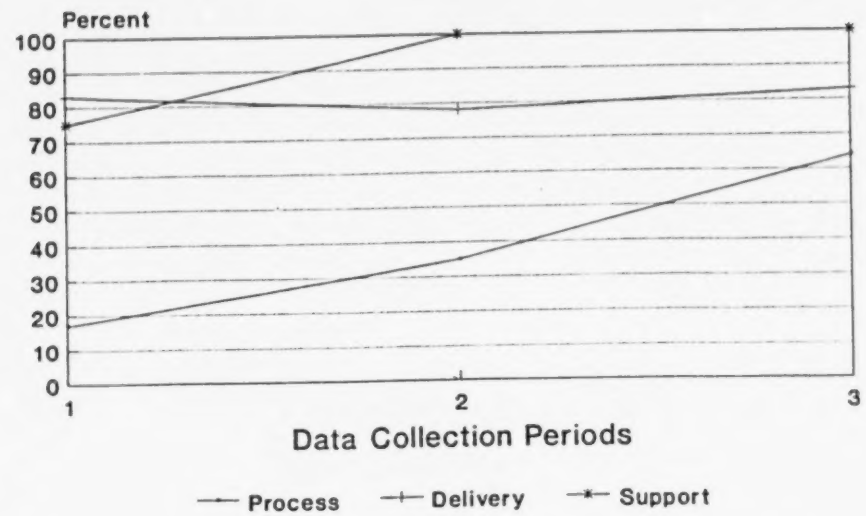
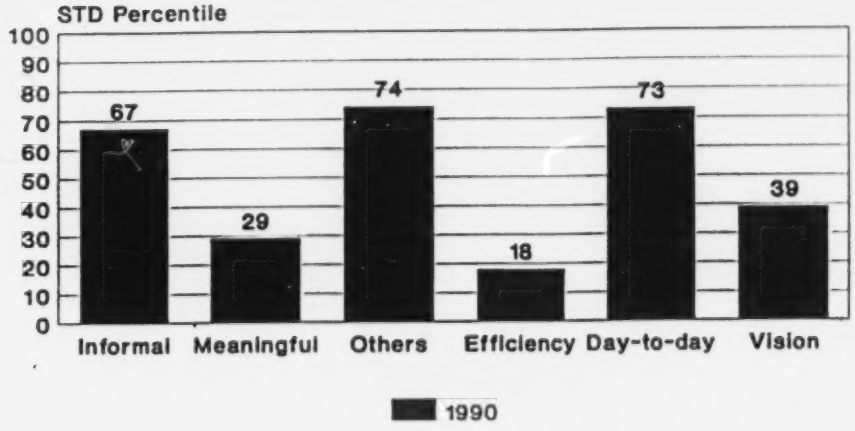


Figure 4 School: D
Change Facilitator Profile



RESPONDER

Group: All

Percentage of Indicators for Project Link

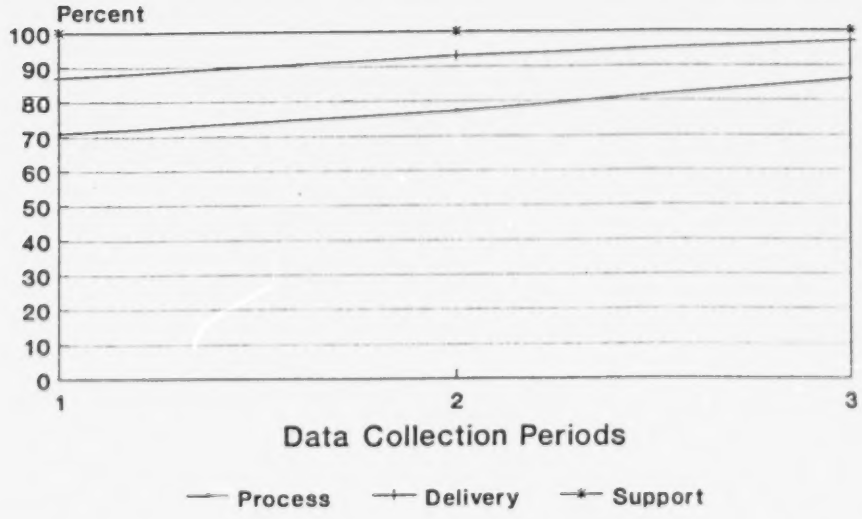
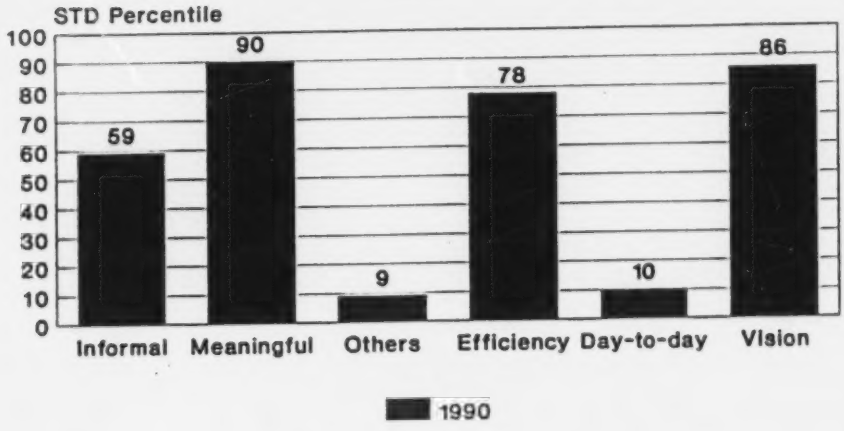


Figure 5 School: E Change Facilitator Profile



INITIATOR

Group: All

Percentage of Indicators for Project Link

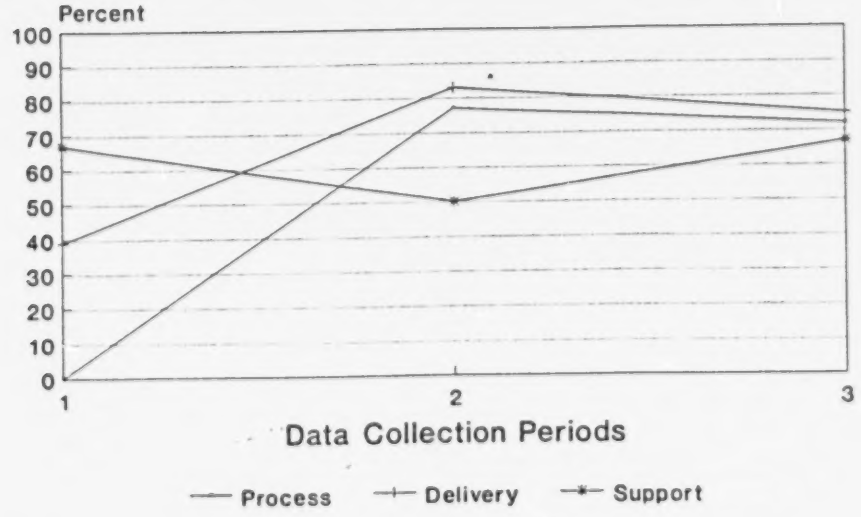
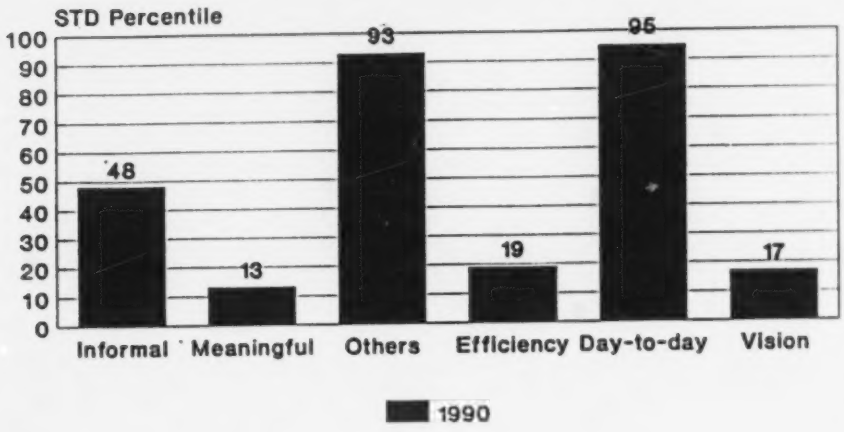


Figure 6 School: F
Change Facilitator Profile



RESPONDER

Group: All

Percentage of Indicators for Project Link

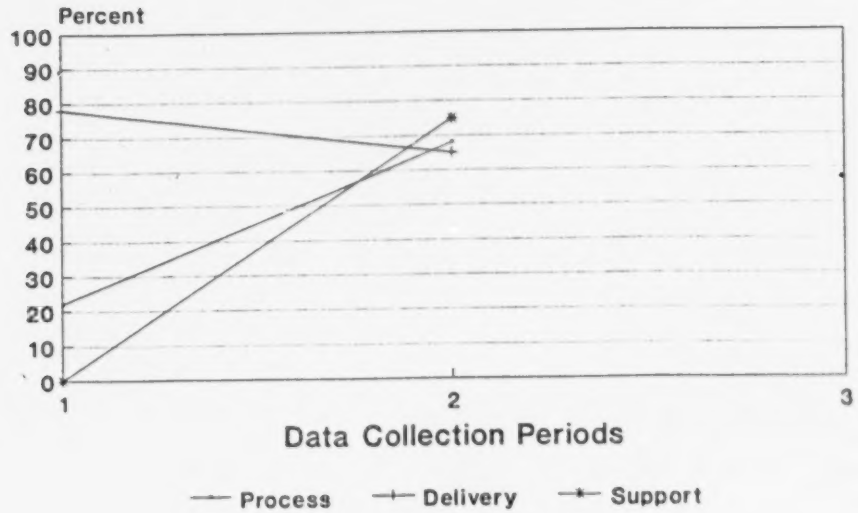
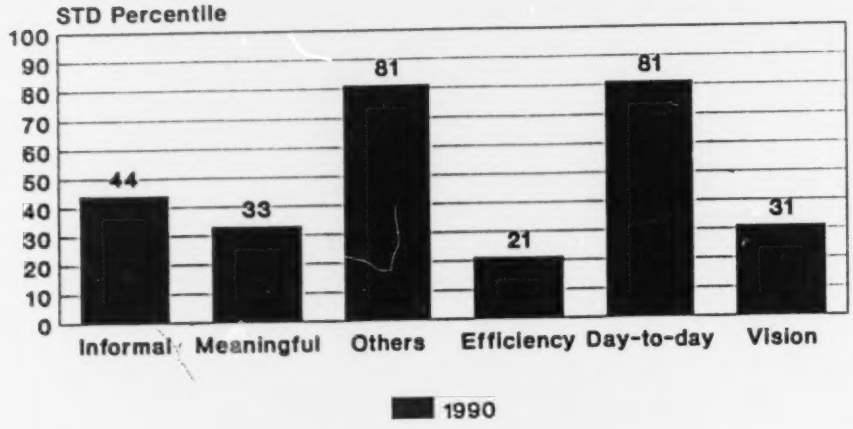


Figure 7 School: G
Change Facilitator Profile



RESPONDER

Group: All

Percentage of Indicators for Project Link

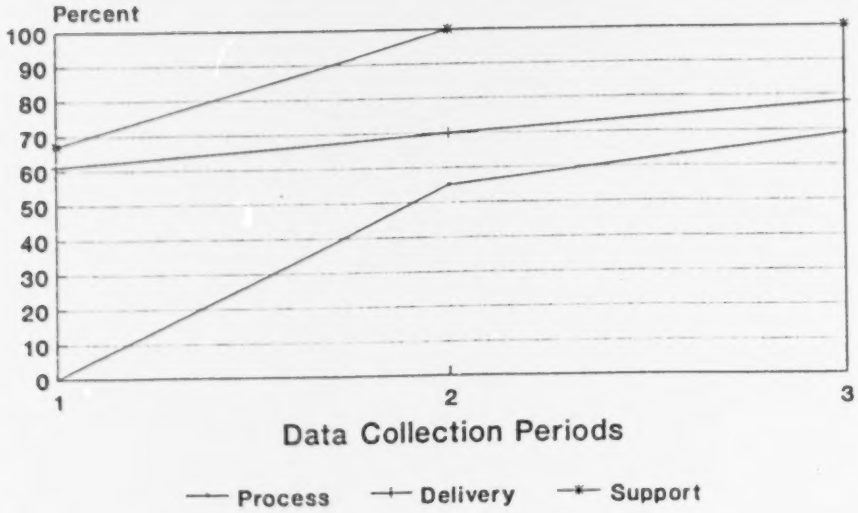
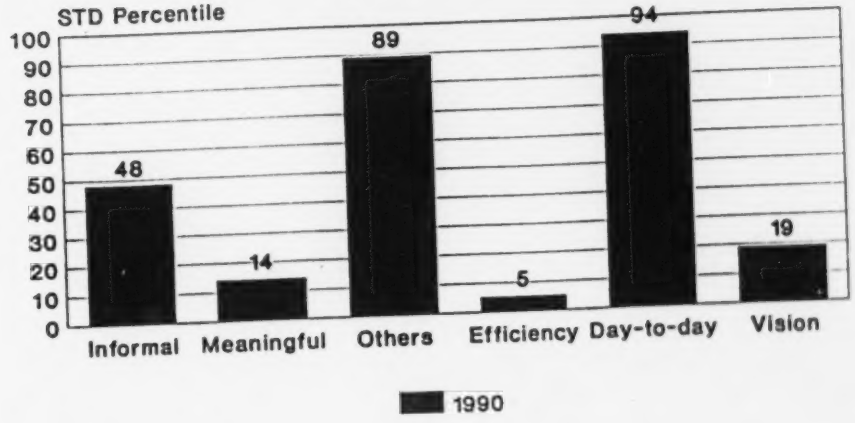


Figure 8 School: H
Change Facilitator Profile



RESPONDER

Group: All

Percentage of Indicators for Project Link

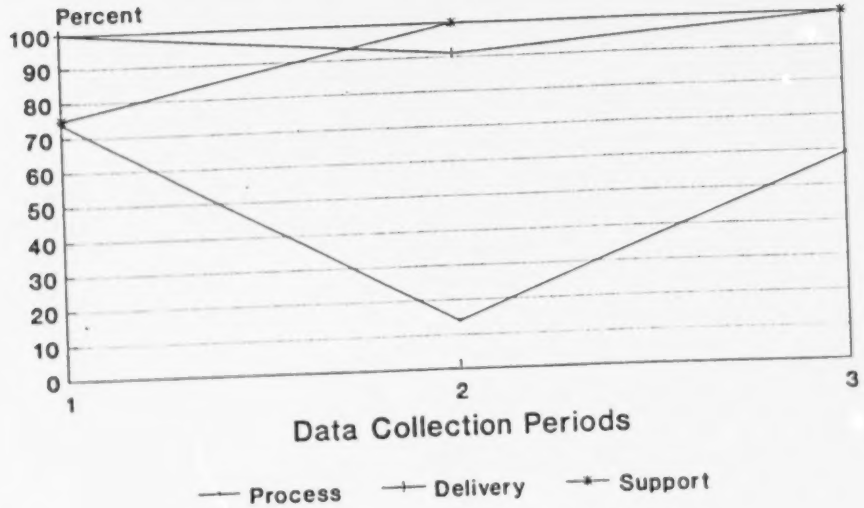
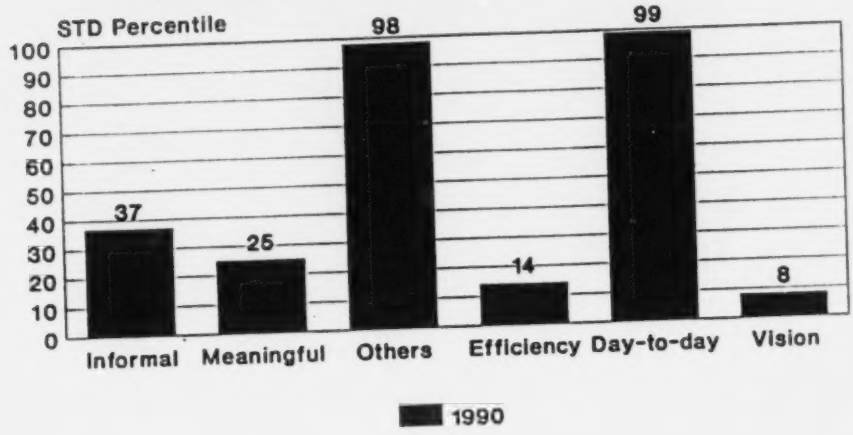


Figure 9 School: I Change Facilitator Profile



RESPONDER

Group: All

Percentage of Indicators for Project Link

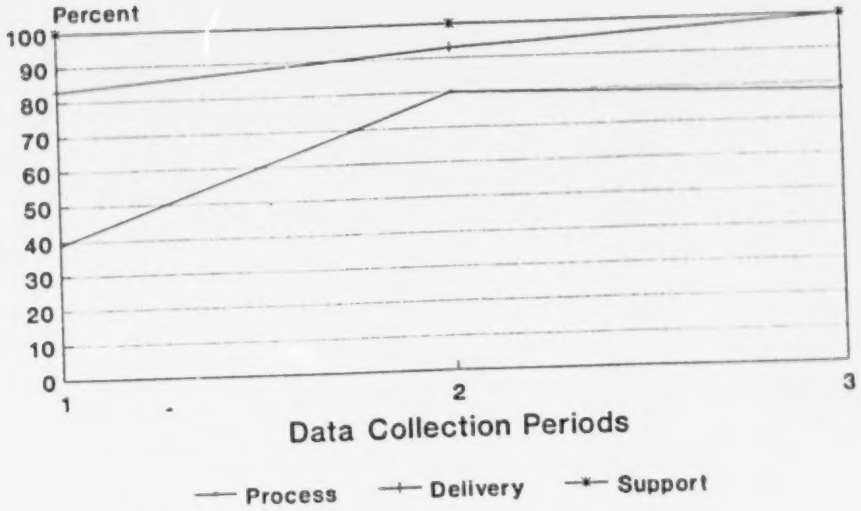
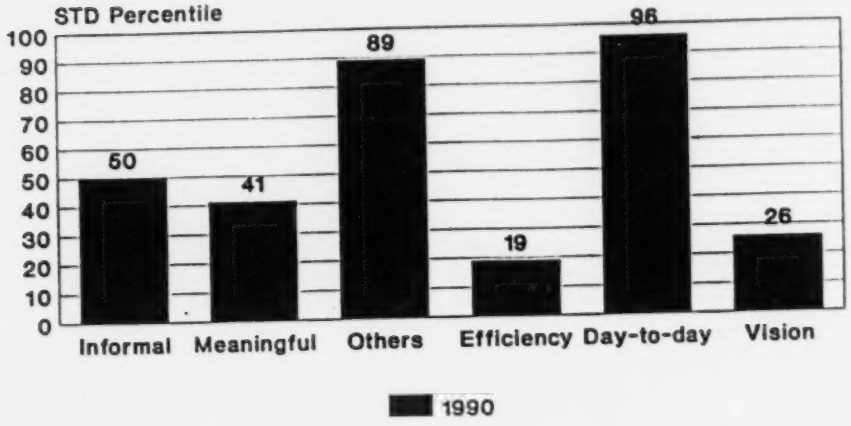


Figure 10 School: J
Change Facilitator Profile



RESPONDER

Group: All

Percentage of Indicators for Project Link

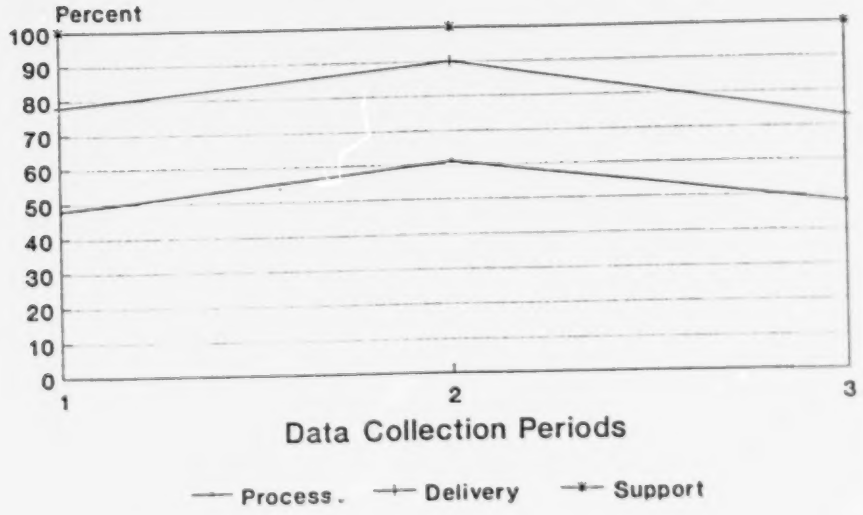
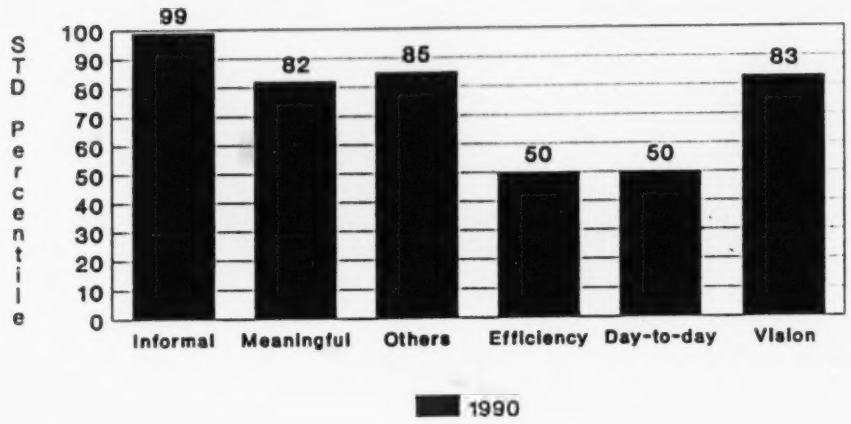


Figure 11 School: K Change Facilitator Profile



INITIATOR

Group: All

Percentage of Indicators for Project Link

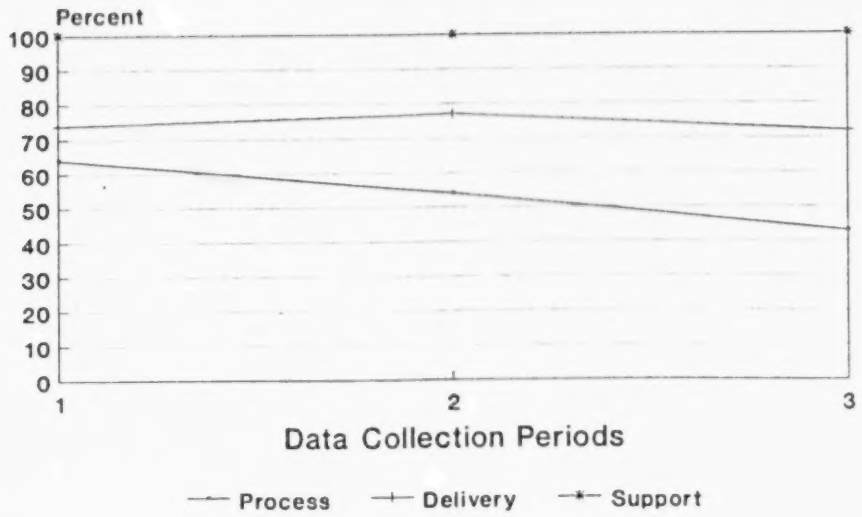
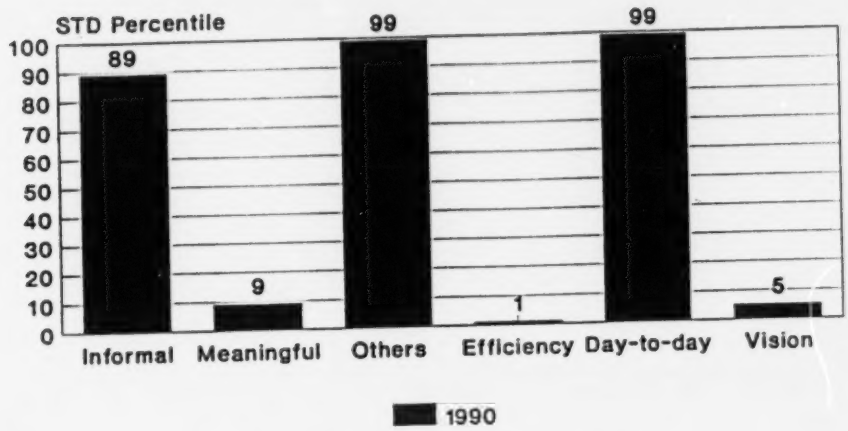


Figure 12 School: L
Change Facilitator Profile



RESPONDER

Group: All

Percentage of Indicators for Project Link

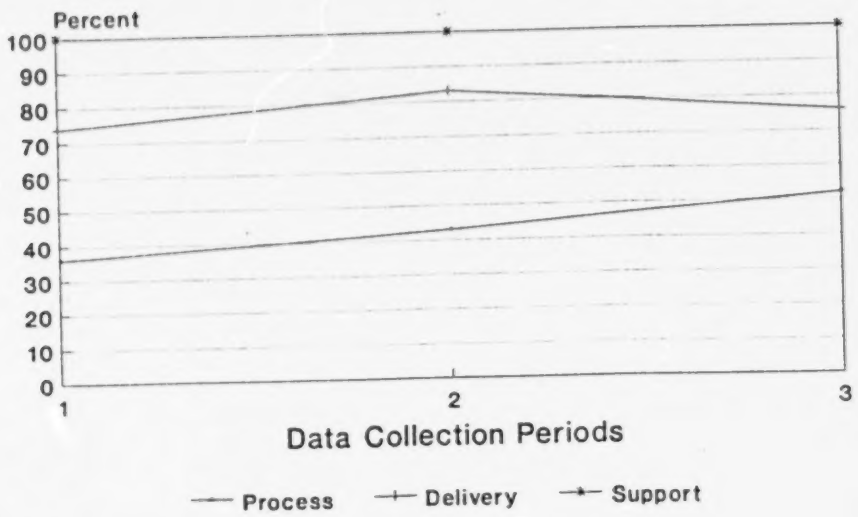
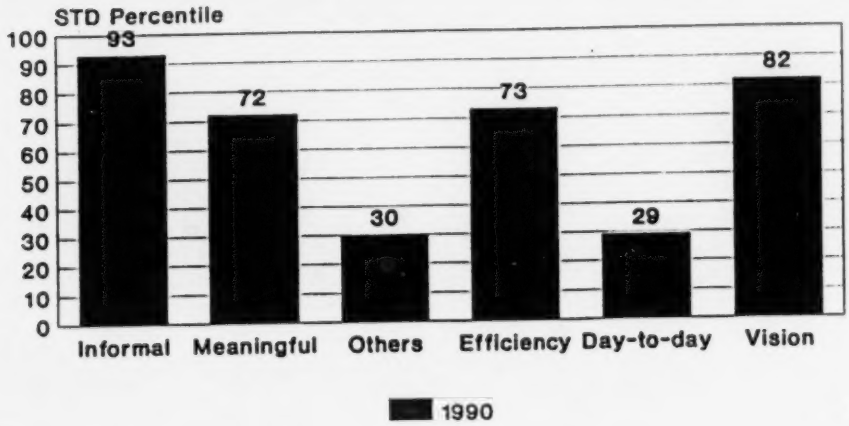


Figure 13 School: M Change Facilitator Profile



INITIATOR

Group: All

Percentage of Indicators for Project Link

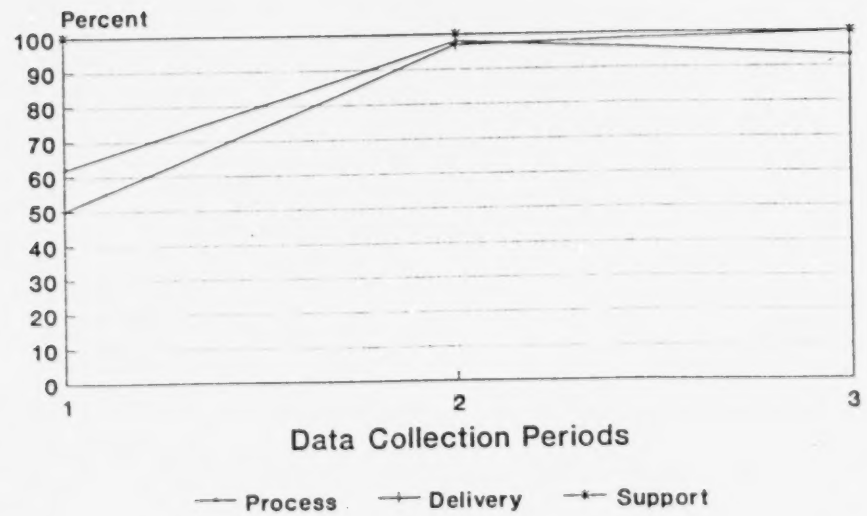
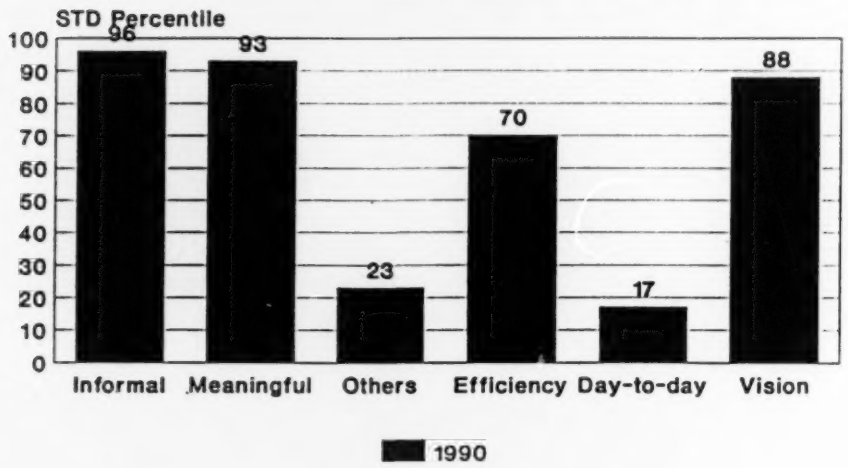
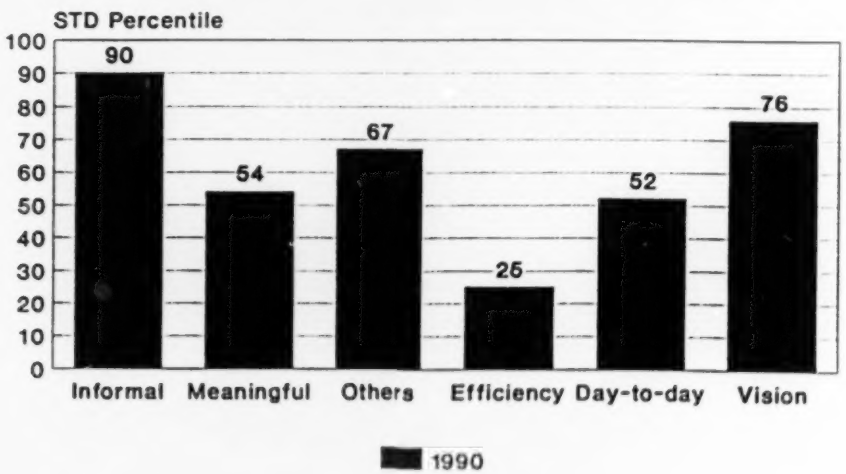


Figure 14 School: C
Change Facilitator Profile



Group: L

Change Facilitator Profile



Group: NL